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ABSTRACT

This principal's manual, one of a series of nine staff development guides prepared by the Philadelphia School District, clarifies roles and responsibilities of various staff members and parents in providing programs to meet the career and vocational education needs of mildly to moderately handicapped students. Designed to be relevant to the specific needs of secondary school principals, this manual is organized into four sections. The first section provides an overview of vocational and career education of handicapped students from the principal's perspective. Topics covered include legislative implications, administrative leadership, program monitoring and feedback, coordination and cooperation, personnel preparation, developing the Individualized Education Program, service delivery/program options, and program evaluation. The second section specifies role responsibilities of the principal and contains a specific responsibilities grid. The final two sections consist of a summary of principals' responsibilities and an annotated bibliography. (KC)

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PRINCIPALS

Career Planning

and

Vocational Programming

for Handicapped Youth

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FOREWORD

The issues of civil and human rights for the handicapped have had a major effect on our society. Several pieces of federal legislation, later adopted as state regulations, have been at the forefront of change in the delivery of special education services. This legislation includes The Education for All Handicapped Children Act (P.L. 94-142), The Vocational Rehabilitation Act, Section 504 (P.L. 93-112), and The Amendments to the Vocational Education Act (P.L. 94-482).

All of these mandates describe our society's commitment to quality programs for handicapped students, including special attention to career and vocational development.

Each law also outlines and requires adherence to the concept of "least restrictive environment"--the notion that, to the maximum extent appropriate to their needs, handicapped students should be educated with their nonhandicapped peers. A handicapped student should not be placed in a segregated or restrictive setting unless it can be shown that the student cannot benefit from a less restrictive program, even with the use of supplementary aids and services.

These manuals have been developed to clarify roles and responsibilities of school staff and parents in providing programs to meet the career and vocational education needs of mildly to moderately handicapped students. I believe that you will find the materials extremely helpful. I commend their use and application in the interest of forwarding our commitment to the provision of outstanding educational opportunities for our exceptional students.

Michael P. Marcase
Superintendent of Schools

PREFACE

The Division of Career Education and the Division of Special Education of the School District of Philadelphia are proud to introduce this series of manuals on critical aspects of career education for exceptional students. Our dialogue in planning these books has strengthened our conviction that including career education instructional goals at every grade level is essential to the development of an appropriate program for all children.

The manuals reflect the Philadelphia School District's efforts to implement the following Career Education goals for exceptional students:

1. To assure that all students leave the Philadelphia schools with the skills, knowledge, and attitudes necessary to gain and maintain employment or to continue their education or training to the fullest extent possible
2. To make all career development and vocational programs accessible to all students without regard to sex or other traditional occupational stereotypes
3. To assure the accessibility of all career development and vocational programs to students with handicaps
4. To increase school-related work site experiences and employment opportunities for in-school youth
5. To assure that occupational training programs respond to the present and projected employment needs of the community

Faith in the exceptional student's capabilities is critical in achieving these goals. Every student can learn, and it is incumbent upon us as educators to ensure that students do learn to the best of their individual ability. An increased awareness of career education programs and our related roles--as administrators, teachers, counselors, and parents--will foster the development of an educational program that realizes the potential of each exceptional child. It is with this approach in mind that these materials have been developed, and we urge you to use them to improve instructional programs for exceptional students.

Win L. Tillery
Executive Director
Division of Special Education

Albert I. Glassman
Executive Director
Division of Career Education

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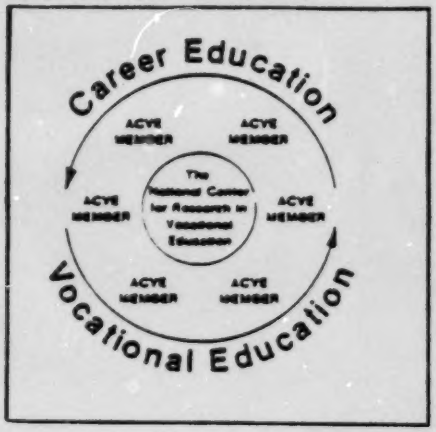
INTRODUCTION

The Alliance for Career and Vocational Education is a consortium of school districts from across the country and the National Center for Research in Vocational Education at The Ohio State University. The consortium was formed so that school districts and the National Center could work together on common priorities in career and vocational education.



This cooperative arrangement creates a "multiplier effect" whereby each school district, in addition to the outcomes and services for which it has contracted, also receives the products developed by other Alliance members. Thus, school districts are able to develop and implement comprehensive programs at far less expense than would be possible by working alone. The outcomes of the Alliance research and development efforts have enabled member districts to provide increased flexibility in career and vocational education programs that address the needs of all students. Alliance training programs and materials have also enabled members to expand from traditional forms of instruction to the development and management of individualized programs.

The enactment of legislation and the subsequent development of regulations and guidelines affecting education for handicapped individuals have a major impact on vocational education and its collaboration with special education.

The School District of Philadelphia contracted with the National Center for Research in Vocational Education, the Alliance for Career and Vocational Education, for assistance with the development of a comprehensive staff development plan for special and career education for handicapped youth. This project resulted in the development of the Policy and Procedures Manual and eight role-specific training manuals that comprise a comprehensive staff development package for collaboration between special and vocational education in the School District of Philadelphia.

The materials have an overall theme of "Career Planning and Vocational Programming for Handicapped Youth." The Policy and Procedures Manual is designed to provide a conceptual and programmatic overview of the career planning and vocational programming processes for handicapped youth in the Philadelphia School District. The manual communicates Philadelphia's commitment to appropriate career planning and vocational programming for handicapped youth. The eight training manuals are designed to be relevant to the specific needs for the following groups:

- Administrators and Supervisors
- Principals
- Teachers
- Supportive Service Personnel
- Psychologists
- Student Evaluation Personnel
- Counselors
- Parents

Each manual contains an overview of the opportunities for each school staff or faculty member to assist handicapped youth in career planning and vocational education. In addition, the manual contains role-specific responsibilities, including activities and projected outcomes.

Policy and Procedures Manual

Major emphasis is placed on the functions of the Child Study Evaluation Team (CSET) and the development of the Individualized Education Program (IEP) as structures for conducting the assessment, evaluation, and follow-through for vocational placement and supportive services. The manual also includes information on full service implementation of vocational programming for handicapped youth and the procedures necessary for the monitoring and evaluation of programs.

The Policy and Procedures Manual further identifies the definitions and legal implications that provide the guidelines for programmatic structure and focuses on the process and procedures necessary to provide career planning and vocational programming for handicapped youth. Also included are a glossary, several appendices, and a comprehensive bibliography containing state-of-the-art reference materials.

The Policy and Procedures Manual and role-specific manuals are to be presented as a part of a comprehensive staff development plan designed to assist school staff in providing career planning and vocational programming of the highest quality.

The Policy and Procedures Manual and role specific manuals are to be presented as a part of a comprehensive staff development plan designed to assist school staff in providing career planning and vocational programming of the highest quality.

Acknowledgement is given to the following people from The School District of Philadelphia who served as members of a task force in the development of this manual: Morris Reid, Joe Ruben, Rus Fraiser and Gloria Bell. Special acknowledgement is given to Georgia Zeleznick and Rhe McLaughlin, Division of Special Education, who facilitated the preparation of all the manuals in this series.

To the staff of the National Center for Research in Vocational Education, The Ohio State University, acknowledgement is given as follows: Carol J. Minugh, Dian Morse, principal writers; Linda Buck, Janie B. Connell, principal researchers; Regenia Castle and Beverly Haynes, technical assistance; and Janet Kiplinger and Brenda Sessley, editors.

OVERVIEW FOR PRINCIPALS

Legislative Implications

The support and leadership of school building principals is critical for the provision of successful vocational education in the least restrictive environment for handicapped students. Effective planning and implementation of the requirements of P.L. 94-142, The Education for All Handicapped Children Act of 1975, and P.L. 94-482, The Vocational Amendments of 1976, can only occur at the school level if the principal takes an active part in seeing that the faculty and support staff are prepared, not only to cope with change, but also to use the process of change as part of an effective learning experience. The principal has the responsibility of administering policies and procedures within the school building. In addition, the principal must provide leadership to motivate faculty and support staff. This leadership is especially important because many regular and special educators are faced with requirements to make major changes in order to provide an appropriate vocational education program for handicapped students.

A Look at the Legislation

- Public Law (P.L.) 94-142, The Education for All Handicapped Children Act of 1975 states that public agencies will ensure equal access to availability of vocational education for handicapped students. Vocational education is to be a part of the free, appropriate education for the handicapped student. A written Individualized Education Program (IEP) plan is mandated for each handicapped student.

- P.L. 94-482, The Vocational Education Amendments of 1976, set aside 10 percent of the total grant for handicapped students.

- P.L. 93-112, The Rehabilitation Act of 1973, mandates that handicapped students are to be educated, along with students who are not handicapped, to the maximum extent appropriate to the needs of the handicapped students. This is commonly referred to as providing the least restrictive environment.

Administrative Leadership

Administration of Special Programs/Vocational Education

Five critical issues directly affect the administration of vocational education programs for handicapped students:

- Administrative leadership
- Coordination and cooperation
- Personnel preparation
- Knowledge and full utilization of service delivery/program options
- Program evaluation.

An examination of each of these key issues and aids for implementation follow.

To set the tone for effective management of vocational programs for handicapped students, the principal must work cooperatively with other administrative and supervisory staff.

Positive attitudes and work relationships can be developed by--

- planning for future needs in terms of staff, building space, materials, and processes;
- developing, presenting, and coordinating inservice programs for all staff;
- maintaining an awareness of student and staff needs and abilities through program involvement;
- promoting the benefits of the program through an ongoing and positive public relations campaign.

In order to complete the necessary planning for ongoing vocational education for handicapped students, a team approach for the planning and decision-making processes is suggested. A team approach provides for a sharing of responsibility, following an acknowledgement of administrative and supervisory staff abilities to contribute to needed decisions. This requires that school-based personnel, as well as administrative and supervisory personnel who may not have previously worked together, be carefully linked in order to plan individual student educational plans effectively.

Specific administrative responsibilities have been designated for virtually all administrative and supervisory staff assigned to the Division of Special Education, Division of Career Education, and District Office of Special Education personnel, in terms of providing support to principals charged with the administration of vocational education programs for the handicapped. These personnel must be systematically and

effectively utilized by principals to support school-based efforts. Keep in mind that people are less likely to be defensive about change if they have a part in the change process.

Administrative team responsibilities include--

- establishing priorities for services for those children identified as having critical learning problems and who are not receiving an appropriate education;
- reviewing, annually, the special arrangements developed to augment district services through interagency agreements and special contracts with public or private agencies;
- maintaining an ongoing child-find program to locate the unserved, to program adequately for the underserved, and to provide for the previously served who have returned to school and who continue to be eligible;
- monitoring budgets and fiscal records relative to local, state, and federal accounting requirements;
- coordinating with other agency administrators to ensure integration of handicapped students into the total school program and to develop appropriate eligibility criteria for placement options;
- assisting teachers in the development of adapted programs and scheduling of classes and programs;
- Organizing an effective, flexible Child Study Evaluation Team (CSET), whose operation should encompass the following: (a) uniform procedures for referral; (b) comprehensive, multifaceted student assessment; (c) the development of the required component of the IEP; (d) establishment of placement procedures; (e) change of placement procedures; (f) annual review of the students' needs, strengths, and programming; (g) substantial parental involvement; and (h) procedural steps mandated by state and federal laws;

- implementing competency-based vocational education programs and courses designed to serve a wider range of entry-level occupations;
- assisting in or providing for the selection of personnel to provide special education and related services;
- submitting applications, proposals, reports, and forms as necessary for the operation of an approved program;
- maintaining administrative and student records in accord with applicable state and federal laws;
- ensuring the participation of handicapped students attending private school;
- providing for appropriate graduation requirements that avoid discrimination against handicapped students; and ,
- providing for personnel development programs based on sound planning and staff input.

Program Monitoring and Feedback

Giving teachers relevant feedback from classroom visits for the purpose of increasing the quality of instructional programs has always posed a problem for school administrators and supervisors. The problem is compounded for special education by the advent of P.L. 94-142 and its rigorous requirements for compliance.

The Special Education Program Checklist was designed to assist personnel in maintaining procedural compliance, as well as to provide feedback regarding the quality of the instructional program. The eighteen-item checklist is divided into five major topic areas:

I. Individualized Education Plan (IEP)

II. Record Keeping

III. Materials and Equipment

IV. Planning for Classroom Interactions

V. Working with Other Personnel

Included in the Special Education Program Checklist package are--

manual
cover page,
summary sheet A, and
summary sheet B.

The manual provides a rationale for every item in the checklist. Demographic data and a space for diagramming the classroom arrangement are provided on the cover sheet. Summary sheet A is used to compile observational data over two visits. Summary sheet B is provided as a means of documenting recommendations that result from teacher/administrator dialogue.

The School District of Philadelphia is committed to the philosophy and concept of individualized instruction for all handicapped students under the guidelines of P.L. 94-142. The Special Education Program Checklist represents an attempt to devise a process for interpreting and implementing these priorities. It also provides a model for teachers and administrators to work together to ensure the appropriate delivery of services to handicapped students.

The checklist format provides information about the classroom from the perspectives of both teacher and administrator. The teachers are asked to rate their level of attainment for each of the sections in the checklist. During the classroom visit the administrator also documents observations on each checklist item. Upon completion of the checklist, there is an opportunity for the administrator and teacher to discuss their perceptions of the classroom operation. Finally, an objective goal-oriented recommendation is provided as a natural outgrowth of the checklist. Thus, the results of this dialogue provide specific documented recommendations to be implemented by the teacher, administrator, or other personnel (e.g., counselor, therapist, and so forth).

Each recommendation will be monitored via timelines, and future use of the checklist will provide comparative data to rate progress.

The Special Education Program Checklist helps facilitate compliance with P.L. 94-142, effective classroom structure, and individualization of instruction. From this process comes a model for relevant, ongoing dialogue between teachers and administrators, which will enhance the quality of the instructional program for handicapped children.

A complete copy of the checklist appears in the Administrator and Supervisor manual of this series. Multiple copies are available from the Division of Special Education.

Coordination and Cooperation

Putting together the bits and pieces of a comprehensive education program for handicapped students involves building an effective management structure that facilitates a team approach to making the best use of all available educational alternatives. Consider the following concerns for educational alternatives:

- Managing the learning environment. What kind of intervention is needed? Where do we start once the initial assessment has been completed? How can specific programs be modified and evaluated as a part of the total instructional program?

- Managing the use of support staff. How do personnel interpret evaluation jargon for instructional programming for the classroom? How do we use psychologists, social workers, and other support professionals and paraprofessionals?

Consider, as an example of coordination and cooperation, the following strategies principals can use to encourage vocational educators to provide appropriate opportunities for handicapped students to be included in their classroom:

- Give the teachers a chance to observe various model programs with established linkages between regular and special educators so that the teachers may choose programs that are appropriate for their own needs and integrate them into their own practices.

- Show the teachers how you, as principal, can support their efforts administratively, depending upon the systematic plan each teacher has for mainstreaming development and implementation.

- Give the teachers background information on P.L. 94-142 and its relationship to the total school program.

- Help the teachers better understand the full implications of mainstreaming. This includes both attitudinal and academic concerns. In particular, help teachers understand the concepts involved in least restrictive environment, due process, core evaluation , and individualized education program (IEP) planning.

- Discuss specific considerations such as role expectations and change strategies for developing collaboration between regular and special education within the confines of daily school activity.

- Help teachers understand the roles of all support staff.

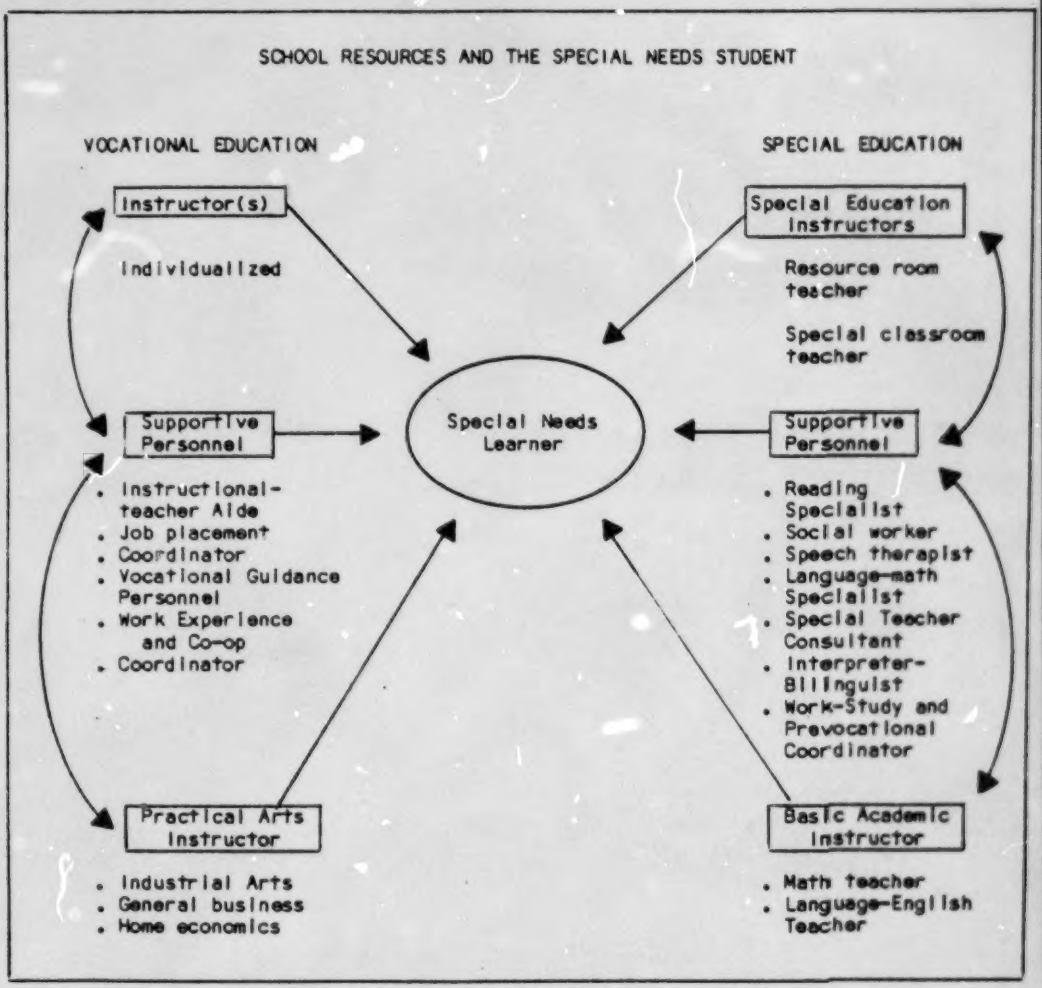
- Inform teachers of the implications of recent research for the integration of handicapped children into the regular classroom.

- Give teachers an opportunity to interact and share experiences with each other. These discussions can provide a basis for future statements about priority needs for the school.

- Emphasize the team approach and the potential role of the special education teacher in programming for all children.

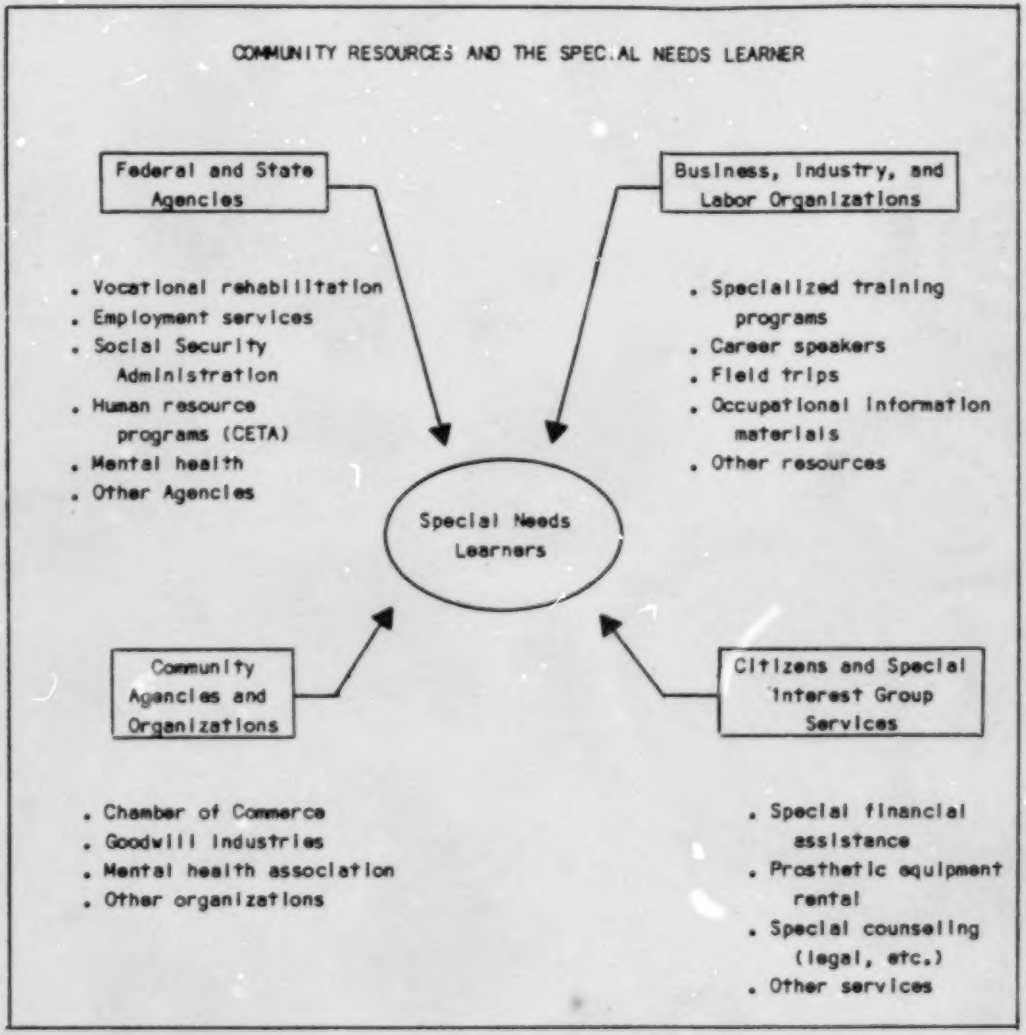
- Enlist the aid of the regular teacher in compiling a list of training needs as part of the inservice education plan.

An example of the possible coordination of school resources for the handicapped student is depicted on the following diagram.



Note: Adapted by permission from Phelps and Lutz, Career Exploration and Preparation for the Special Needs Learner. Boston: Allyn and Bacon, 1977.

The principal must be aware that outside agencies and institutions offer services of great potential for student benefit. The following diagram shows some of the outside agencies and their potential impact on the handicapped student.



Working with Parents

Cooperation and coordination with parents is essential. The principal is the key to establishing constructive communication with parents. There are many ingredients that shape the parents' attitude toward the school, and it is important that the principal recognize the factors within the control of school personnel. Consider the following factors when working with parents:

- The attitudes of the principal and staff toward the parents and their involvement in the educational planning process.
- The attitudes of the principal and staff toward the handicapped students.
- The attitudes and opinions of nonprofessional staff and para-professionals (secretaries, maintenance workers, lunchroom aides, volunteers' classroom aides, and so on). Many live in the same neighborhood as parents and are trusted sources of information about the school and its programs.
- The openness and speed with which parents' questions and concerns are met. Delays in providing information should be avoided, but enough time should be taken to make sure that the information is completely and accurately conveyed to parents.
- The ease with which parents' needs are met. Do the appropriate staff members know how to respond to parents and how to help them, or are the parents referred from one person to another several times before they find help?
- The ability of school personnel to communicate with parents about the adequacy of the services being provided or the need for alternative services.

- Clearly defined procedures that allow for meaningful parental involvement in the assessment of their child's needs and in planning a program for their child.

Throughout the educational planning process, the parents are asked to participate. Parents vary in their level of sophistication in working with the school. Therefore, the principal needs to establish consistent procedures and apply them with great sensitivity to the needs and concerns of each parent. Many parents may be vitally interested in the progress of their children, but are not comfortable with the school personnel. Techniques to assist parents in participating should be developed.

Personnel Preparation

The development of school staff expertise in working with handicapped students is not limited to certification from a college or university. The ongoing personnel development activities (inservice, workshops, seminars, lectures) are a necessary component of preparing school staff to provide appropriate vocational programs to handicapped students. Professional growth will increase the quality of services available to handicapped students. Some general ideas for encouraging this professional growth and development for teachers, as well as other staff personnel include the following:

- Programs should be held in the schools. To sustain interest, training can be held at different locations. By visiting other schools where teachers have previously completed similar workshops and have implemented new programs, participants can see firsthand how skills can be applied in the classroom.

- Course content should address specified needs, and the inservice process should allow for each participant's individual competencies.

- Teachers should be allowed release time from classroom responsibilities to attend sessions, whenever possible.

- Participants should feel that the instructional material will meet their needs, will improve their ability to instruct their students, and will ease the ongoing burden of paperwork or other classroom constraints.

- The principal and other administrators should actively participate in the inservice training program.

- The mode of presentations should be varied. On-site follow-up should be provided by the inservice instructors, if at all possible.

- Direct, ongoing consultation should be available as teachers implement changes introduced in formal sessions. This support needs to be directly related to specific classroom activities.

A wide variety of personnel development activities in special education are directly available to principals through contact with the district special education administrator. Interaction with the district special education administrator should lead to a long-range plan to provide personnel development programs directly linked to changes in special education programs.

Developing the IEP

P.L. 94-142 mandates that an Individualized Education Program (IEP) plan be developed for each handicapped student by a team of educators, parents, and specialists. Team activities are planned and carried out with frequent coordination and intercommunication by the people who have contact with the student. The time required for this type of teamwork is offset by the greater understanding, purposefulness, and efficiency with which an effective team can operate. In developing the IEPs, the principal must demonstrate effective communication skills, as well as the ability to structure team meetings.

The value of inservice training that addresses specific issues such as working with parents, communication skills, and team building, cannot be overemphasized. These training sessions should be available to all members of the CSET. This training will help all of the team members to know their responsibilities in the development of IEPs for handicapped students.

The team meeting should be structured so that the goals of the meeting are clear and the team members who are aware of their own responsibilities and the responsibilities of others, will minimize potential difficulties. The following suggestions may help to structure team meetings:

- State the goal(s) of the team meeting clearly. For instance, the meeting purpose may be to determine the nature of the student's

IEP; the activities needed to reach goals must be developed; and agreement among team members as to the goals and activities must be explicit.

- Team members can become aware of the role expectations of other members by observing them at work, talking with them about their roles, reading their written reports, and participating in role-play situations.

- Team members can become aware of the role expectations of other members by observing them at work, talking with them about their roles, reading their written reports, and participating in role-play situations.

In order to create an effective IEP that protects the rights of both students and parents, the principal should make provisions for developing the communication skills of the staff involved in building the IEPs. The following are some possible techniques for managing potential difficulties during the IEP process:

- Conciliation. This is an informal conference requiring a minimum of structure and no third party. It is recommended as a starting point for all dispute settlements. Situations conducive to resolution at this stage are issues involving proposed program changes, such as movement of a student from a special education self-contained classroom to a resource room program.

- Mediation. Mediation procedures are classified under three headings: procedural functions, communication functions, affirmative and substantive functions. The use of a third-party mediator may be most appropriate in cases where compromise is possible, such as where team members agree that a child is handicapped but disagree about the degree of service required.

- Fact finding. This procedure does not involve mediation, but assumes that facts alone will help to solve the dispute. It may be best used

in situations where there is a great deal of data requiring careful sorting and examination. Such a case is where a child has received many different types of special services and yet another is being recommended.

- Formal due process hearing. This procedure most closely approximates arbitration by a third party. A due-process hearing officer prepares a kind of fact-finding report to describe findings at the end of a hearing. This procedure is suggested only when all others have been tried and have failed. A typical situation is where the identification of a child's handicap is in question and there are no clear guidelines as to the meaning of labels used.

Service Delivery/Programs Options

Cooperation among vocational education and special education staffs and those who provide supportive/related services is critical in the provision of appropriate vocational education programs for the handicapped.

Program Options

The student's IEP includes the identification of the least restrictive environment. This environment is particular for each learner. The diagram on the following page depicts six levels of program modification and related program options for the handicapped student.

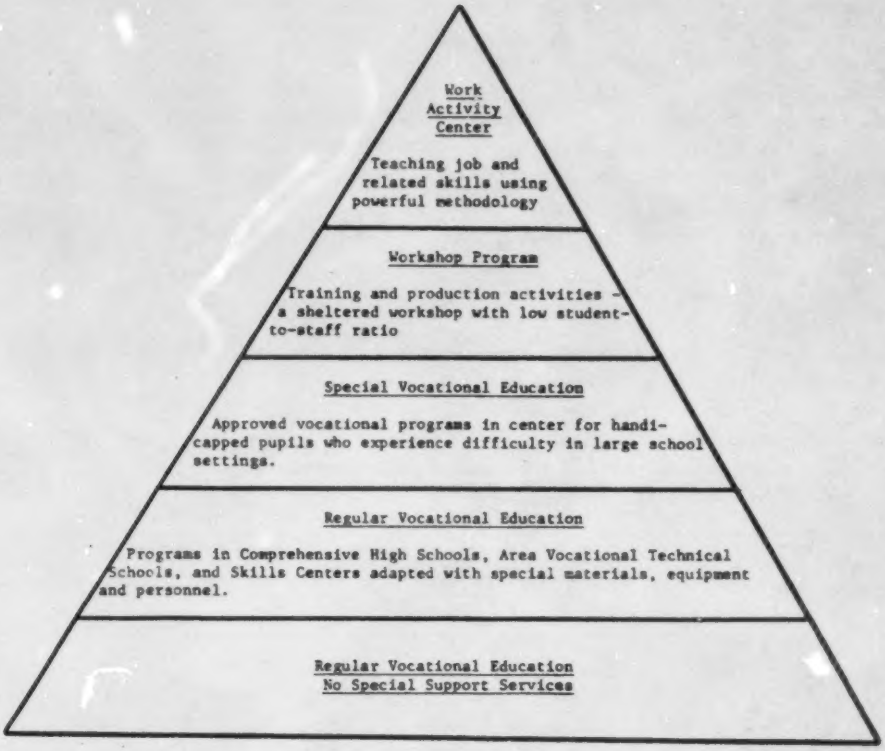


Table 1: Hierarchy of options for vocational education of handicapped pupils, from least to most restrictive.

The establishment of such program options gives students the opportunity for movement whenever their progress or lack of progress permits. The spectrum of vocational education program options is expanding rapidly. Currently, the following program options describe the major service options in the Philadelphia School District. Updated listings of locations of course options and so forth, are available from the Office of Vocational Education, Division of Career Education. These listings need to be reviewed by the principal and CSET members in terms of an ongoing awareness of potential placement options.

A. Mainstreaming of mildly handicapped students into regular vocational programs with students who are not handicapped.

   1. Handicapped students are currently being mainstreamed into virtually all comprehensive senior high schools, vocational-technical high schools, and skills centers, and thereafter into their regular vocational shop programs.

      a. To provide direct support for this vocational mainstreaming effort, support systems have been initiated to assist the regular shop instructors, as well as the students themselves. Such support takes one of the following forms:

         (1) Certified special vocational resource room teachers. These teachers assist the shop instructors in seeking alternative methods of instructing handicapped youngsters. They also provide one-to-one tutorial assistance and small group help to students who show vocational shop-related academic weaknesses.

         (2) Assignment of qualified shop training assistants to those regular vocational shops into which three or more mildly handicapped students are mainstreamed on a regular basis.

(3) Assignment of special education job coordinators to serve mildly handicapped students' needs in areas of vocational counseling, job site development, employment placement, and follow-up coordination.

B. Vocational education programs are provided in occupational schools for mildly handicapped students and in self-contained vocational shop programs in special education centers.

C. Vocational programs for moderately handicapped students in work training schools. Vocational programs include packaging and processing workshops (operating under licenses granted by the U.S. Department of Labor), building sanitation shops, and home economics laboratories. Plans are in progress for inclusion of such students into food services, warehousing, and automobile care shops in the school district's skills centers.

D. Work Activity Centers. Training as opposed to production procedures in complex industrial tasks are designed for more severely handicapped students.

When planning for placement of handicapped students in vocational programs, consider the following questions:

- What is the nature and severity of the handicap that prohibits the student from participating in regular vocational education with supplementary aids and services?
- Is the handicapped student unable to participate in the regular vocational program because facilities are inaccessible?
- What are the various alternative program arrangements for handicapped students who cannot participate in regular vocational programs?
- Are the facilities, services, and activities for handicapped students in the various alternative programs comparable to those provided in programs for nonhandicapped students? Equity in this case would mean equal opportunity for benefits and services.

Before establishing new programs and services, the principal should first examine the present vocational programs and consider the following:

- What options are available for handicapped students within the school and district?
- What needs to be done with present regular vocational education programs to enable handicapped students to participate successfully?
- What aspects of a specially designed vocational education program need to be created and implemented?
- What related or support services need to be provided to enhance a handicapped student's success in regular vocational education?

The question of eligibility for a specific program must also be given careful consideration. The entrance criteria for all students should be stated clearly and concisely. When considering the handicapped person's admission the following questions will be helpful:

- Do the requirements relate directly to success in the program?
- Is it possible to substitute other experiences for particular requirements?
- Are nonhandicapped students required to meet the same eligibility requirements as handicapped students?
- What training can be provided to prepare handicapped students to meet entrance requirements?

The successful participation of the handicapped student in a regular vocational program will depend a great deal on the preparation of the student as well as the preparation for the student. Guidelines for this preparation should include, but not be limited to--

- o appropriate pretraining experiences for handicapped students to prepare them for the regular program;
- o designation of supportive (related) services to be provided;
- o preparation of regular teachers to work with handicapped students;
- o modifications of schedule, curriculum, equipment, and facilities to assist individual students;
- o cooperation of special education, vocational education, and supportive services staff in meeting students' individual needs in the regular programs; and
- o consideration of moving to a competency-based program and modifying traditional forms of grading students.

This preparation begins with the development of the IEP, which identifies annual goals, short-term instructional objectives, and equipment, facilities, or methods which will help the student succeed in the regular classroom.

The need for special vocational education programs for students who cannot achieve satisfactorily in regular vocational programs with appropriate related services should

be indicated in their CSET evaluation reports and IEP. The establishment of special programs should include administrative examination of the following:

- Determination of course offerings
- Guidelines for site location and equipment selection
- Determination of staffing needs
- Determination of scheduling needs
- Development of curriculum
- Criteria for placing students in separate programs

Special vocational education programs for those students whose impairment precludes involvement in a regular classroom should further prepare the students for integration into the regular classroom and may provide more intensive training at the job-entry skill level. In addition, such programs may have to include the following:

- Training in self-help and independent living skills
- Specific occupational opportunities stressing exploration and awareness
- Development of entry-level occupational skills or special competencies related to one component of an occupational area through specialized vocational education courses
- Development of competencies that will enable some students to be accepted in an on-the-job training program or a regular vocational education program
- Development of competencies in the more severely vocationally handicapped students that will facilitate their placement in a sheltered workshop

Job Placement and Follow-up Services

Job placement and follow-up need to be established in order that handicapped students may secure and maintain jobs that are suitable for their interests and abilities.

Many follow-up services are the same for handicapped and nonhandicapped students. These include the following:

- Referring students to job openings
- Instructing students in job-search techniques
- Taking job orders from employers and listing jobs
- Following-up on placements of students in jobs
- Soliciting jobs for listing

Additional services that may be needed for handicapped students to enhance their success in securing and keeping a job include the following:

- Instruction and practice in job-seeking skills for handicapped students, who may need more practice to compensate for lack of exposure to the work world, including:
  - Preview of employment resources
  - Proper use of application blanks
  - Methods of effective interviewing
  - Suggestions about how to focus on capabilities, not handicaps, when talking with employers
  - Preparation of resumes and obtaining letters of reference
- Provision of information to employers to dispel their fears about hiring handicapped individuals

- Provision of information to assist both employers and handicapped individuals in acquisition of adaptive devices and in modification of work tasks/work environments that will enable physically or mentally handicapped individuals to be competitively employed.

- Establishment of procedures to search actively for job openings in the community for handicapped students.

- Development of procedures to match qualified students with available jobs.

- Provision of assistance as needed, to students during interviews and contacts with personnel officers.

- Assistance to students in solving job-related transportation problems.

- Assistance to students during an initial period on the job

- Establishment of on-the-job follow-up procedures

- Coordination of educational agency placement activities with vocational rehabilitation, state employment services, and other community agencies

Program Evaluation

There are two levels of evaluation necessary for handicapped students' programs: evaluation of the implementation of the IEP and evaluation of the total program. Both of these evaluations provide important information needed to change, modify, or reschedule programs or services. The annual program review of the IEP should be viewed as a critically important program planning activity. Subsequent course selection and

roster development to address school needs should follow from a systematic summarization of needs documented in the IEP review process.

Good internal program evaluations provide for assessment guidelines, instruments, and in-house processes, and can bring about significant school improvement. Some suggestions for evaluation categories are as follows:

- How were vocational courses to be offered determined?
- How will the courses enable the students to earn an adequate income?
- How are the students selected?
- Are the varieties of class content and methods satisfactory?
- How many students complete or drop out of the program?
- Are the teachers adequately prepared and qualified?
- Are employers adequately used?
- To what extent is the program competency-based?
- To what extent does the program address a variety of entry-level jobs?

An evaluation plan should be developed that specifies the following:

- questions to be answered concerning program effectiveness (based on program goals)
- data required to provide answers to questions

- methods of obtaining data
- person(s) responsible for conducting the evaluation
- criteria for determining success
- presentation of findings

P.L. 94-482 requires that the state education agency evaluate the programs funded through it. There are also specific evaluation criteria for handicapped vocational education projects. In developing a local evaluation plan, the principal should take into consideration the requirements of the state evaluation.

The regulations of P.L. 94-482 specify that program evaluations shall be based in terms of effectiveness of planning and operational processes, such as the following:

- quality and availability of instructional offerings
- guidance counseling, placement, and follow-up services
- capacity and conditions of facilities and equipment
- employer participation in cooperative programs of vocational education, and
- teacher qualifications

Other specified criteria for program evaluations include the following:

Results of student achievement as measured for example by the following--

- standard occupational proficiency measures,
- criterion-referenced tests, or

- other examinations of students' skills, knowledge, attitudes, and readiness for entering employment.

Results of student employment success as measured, for example, by the following--

- rates of employment and unemployment,
- wage rates,
- duration of employment,
- employer satisfaction with performance of vocational students as compared with performance of persons who have not had vocational education, and
- assessment of employee satisfaction with the job (not required by P.L. 94-482).

Use of Evaluation Findings

Information obtained during the evaluation should be used to compare program performance and outcomes with program intent in order to identify areas that should be changed or terminated. The findings may serve to determine alterations in program design, changes in program operation, or termination of program components. It should be anticipated that alterations in program design will be needed for many courses in order to actively promote inclusion of the handicapped. The spirit in which these alterations are undertaken will greatly influence their eventual results.

SPECIFIC ROLE RESPONSIBILITIES

Specific Responsibilities Grid

In order to assist the school personnel in accomplishing their tasks, the School District of Philadelphia and the Alliance staff have developed a specific responsibilities grid. The grid consists of five columns. These columns provide the faculty/staff member with descriptions of the elements necessary to meet handicapped students' needs under a given circumstance. The five column headings are as follows:

1. Initiation of Task--This column presents a specific situation to which the faculty/staff member needs to react.

2. Task Description--This column presents the specific task that must be performed, given the situation identified in the first column.

3. Tools and Equipment--This column presents specific items (records, tests, assessments, standards, guidelines, etc.) that will be needed to accomplish the tasks described in column two.

4. Personnel Interface--This column assists the faculty/staff member in identifying those people who should be involved directly or indirectly in accomplishing the task described in column two.

5. Specific Outcomes--This column provides the faculty/staff member with specific information that needs to be obtained, or a specific activity that should be accomplished through the task described in column two.

This grid presentation enables the faculty/staff person to see at a glance what is needed, under what circumstances, and how to accomplish the specific task.

JOB TITLE Principals, (Includes designated tasks to Vice Principals, Department Heads, and Coordinators)

DEPARTMENT School Staff

Initiation of Task	Task Description
1. Referrals, special education meetings, and training programs for parents	1. • Conduct or direct CSET meetings • Use various conferencing and communication techniques to facilitate staff, parent and pupil communication • Conduct/provide leadership for IEP meetings • Monitor the implementation for all components of the IEP • Organize and provide leadership for school-based parent training programs
2. Assessment and monitoring of teaching, curriculum, and assessment in the classroom to assure appropriate IEP implementation	2. Assess and monitor: • classroom organization • pace of instruction • curriculum adaptations • media and materials • teaching strategies • behavior management techniques • formal/informal assessment • learner/teacher styles • delivery of related services • annual IEP review • CSET reevaluation
3. Requirements for advisory committees	3. Promote the use of advisory committees and participate in program advisory committee meetings

REPORTS TO District Superintendent

CLIENTELE Teachers, School Staff, Parents, Students

Tools/Equipment	Personnel Interface	Specific Outcome
1. • conferences • in-service	1. • school staff • community groups • parents • CSET members	1. Parents, the community, and school staff are informed and communicate openly about student needs
2. • classroom observations • documentation of teaching/classroom activities • comparison of activities with IEP • teacher interviews • assistance from vocational and/or special education teacher(s)	2. • teachers • paraprofessionals • vocational supervisors • special education supervisors • various curricula supervisors	2. Effective, individualized programming that meets the students' goals and objectives as stated on the IEP
3. • classroom visits • conferences • observations • interviews	3. • school staff • students • teachers • business and industry representatives	3. Recommendations for modifications, as needed, in vocational programs

JOB TITLE Principals, (Includes designated tasks to Vice Principals, Department Heads, and Coordinators)

DEPARTMENT School Staff

Initiation of Task	Task Description
4. Need for positive school relations	4. Support a cooperative relationship among all school personnel and the community
5. Need to administer and monitor school activities regarding staff development, emergency first aid, procedural safeguards, and identification of architectural "barriers" to to handicapped students	5. Administer the school-based special education programs in compliance with policies regarding informed parental consent, due process, and other procedural safeguards for the rights of pupils and parents, including: • monitor and administer school district policy and related procedural safeguards with regard to pupil records and record keeping systems • determine the staff development needs of regular and special education staff • administer first aid and emergency procedures • identify architectural "barriers" in the classroom and school building that interfere with the education of handicapped children

REPORTS TO District Superintendent

CLIENTELE Teachers, School Staff, Parents, Students

Tools/Equipment	Personnel Interface	Specific Outcome
4. • meetings • curriculum review committees • staff in-service	4. • all school staff • students • parents • community representatives	4. Coordination of academic and vocational curricula with a student's total program
5. • meetings • local and district policy guidelines • inservice	5. • all school staff • community representatives • parents	5. School programs, curricula, and environment meet the needs of handicapped students in accordance with district guidelines and policy plus student's IEPs

SUMMARY

The school principal, as a member of the administrative team within the school district, has a crucial role in ensuring that the handicapped students receive an appropriate education in the least restrictive environment.

The principal must lead the school staff in making changes in facilities and curricula and in the overall attitude about the capabilities of handicapped students. The principal must ensure that the teachers, professional, and clerical staff have the opportunity to learn more about the abilities of the handicapped students and the specific strengths and weaknesses they may bring to the classroom. The principal who knows what specific programs are effective and who carefully monitors and provides feedback to the teachers will contribute a great deal toward the success of the students. This task is made easier with the use of the specific responsibility grids, which provide direction to the principal and his/her staff.

ANNOTATED BIBLIOGRAPHY

49

Entries in this bibliography were collected and catalogued for the use by principals in the Philadelphia School District. The objectives are to provide assistance in:

- identifying materials to be utilized for both general curricula and specialized programs;
- locating materials that present procedures and methods for serving both special education and vocational education.

Entries in this bibliography were identified through literature searches of the Educational Resources Information Center (ERIC) Clearinghouse, which consists of:

- articles from over 700 journals indexed by the Current Index to Journals in Education (CIJE) and
- research reports, papers, bibliographies, and books indexed by Resources in Education (RIE).

Insofar as possible, each catalog entry gives the title, developing institutions, or author with address, date, number of pages, and price. An abstract follows which is drawn in most cases directly from the ERIC entry. Entries with an "ED" number included may be obtained in microfiche (MF) or hard copy (HC) from the ERIC Document Reproduction Service, Leasco Information Products, 4827 Rugby Avenue, Bethesda, Maryland, 20014.

ED164985 08 CE019639

Mainstreaming the Handicapped in Preparatory Occupational Education Programs in North Carolina. Final Report.

Hughes, James H

System Sciences, Inc., Chapel Hill, N.C.

Mar 1978 196 p : Not available in hard copy due to small type

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Contract No.: 300-76-0375 Grant No.: 498AH0193

EDRS Price: MF01 Plus Postage. PC Not Available from EDRS

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S./North Carolina

Journal Announcement: RIEJUN79

A study was made to identify needs and barriers related to the mainstreaming approach and to assess attitudes of secondary principals and occupational education teachers toward mainstreaming and their perceptions of needs and barriers. The design of the project involved a three-phase research effort. The first phase utilized the Delphi Technique with local occupational education program administrators to identify needs and barriers. The second and third phases involved mail surveys of principals (N-101) and occupational education teachers (N-568). It was found principals and teachers were neither highly accepting nor highly rejecting of the mainstreaming approach. Priority needs and major barriers were identified and their implications for program planning discussed. Teachers and principals expressed general agreement on the priority needs and major barriers, and held similar attitudes toward mainstreaming. It was recommended that future mainstreaming efforts utilize this project's products in overcoming the major barriers and in coordinating programs. Information was derived on a state wide basis to guide development and operation of vocational education programs for North Carolina's handicapped students. (Appendices contain identification of mainstreaming needs and barriers, survey packets for secondary school principals and occupational education teachers, and a dissemination conference report. References and data tables are included.)

ED149188 08 CE014697

Vocational Education for the Handicapped. A Review. Information Series No. 119

Hull, Marc E.

Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.

1977 67 p.

Sponsoring Agency: National Institute of Education (DHEW). Washington, D.C.

Contract No.: 400-76-0122

Available from: National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 119, $5.10, quantity and series discounts available)

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: BIBLIOGRAPHY (131)

Journal Announcement: RIEJUN78

A review and synthesis of programming and techniques, useful in providing vocational education to handicapped secondary and postsecondary school students is presented in this information analysis paper. Information and insights are given so that vocational administrators and supervisors can assess their efforts to provide equal opportunities for the handicapped to participate fully in all facets of vocational education including youth organizations, cooperative vocational education, vocational guidance services, and consumer education. Also, practical suggestions are included for effectively accommodating handicapped students through both regular and special instructional arrangements. Specific topics discussed include the following: rationale for the participation of the handicapped in vocational education, barriers to participation, impact of legislation, identifying the handicapped, developing appropriate program alternatives for serving the handicapped, prevocational education, role of vocational education in comprehensive secondary programming for the academically handicapped, need for interagency cooperation, curriculum and instructional materials to assist in vocational training, personnel preparation, evaluation of students and programs, and professional organizations. The conclusion is made that emphasis of the future must be one of equal access and maximum accommodation. The appendix contains descriptions of information systems on the handicapped.

ED112091 CE004857

Vocational Education for Students with Special Needs: An Administrator's Handbook.

Altfest, Myra, Ed.: Hartley, Nancy, Ed.

Colorado State Univ., Ft. Collins, Dept. of Vocational Education.

Jan 1975 56 p.: For related documents see CE 004 856-858 and CE 004 860

Sponsoring Agency: Colorado State Board for Community Colleges and Occupational Education, Denver.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: CLASSROOM MATERIALS (050)

Journal Announcement: RIEFEB76

The administrator's handbook contains seven sections, each dealing with a specific aspect of vocational education for students with special needs. Section 1 describes the process of identifying handicapped and disadvantaged students. Section 2 covers assessing the needs of such students. Section 3 discusses developing district priorities to meet the student's needs in terms of personnel, special services, facilities and equipment, and special programming. Section 4 presents a systems chart which summarizes in graphic form the flow of action and interrelationships between the various elements of the vocational education process. Section 5 describes various community agencies, their major emphasis, and the administrator's role in coordinating their resources for optimum use by the school system. Section 6 discusses Individual Prescriptive Education, one solution that has proved successful in satisfying the needs of handicapped and disadvantaged students. Section 7 covers evaluation for establishing accountability, upgrading program efficiency, determining services needed, recognizing problem areas, and meeting program objectives. One-third of the document consists of four appendixes which provide sample referral sheets, student data sheets and needs profiles, and instructions for the use of disadvantaged and/or handicapped supplemental services. (Author)

ED153046 08 CE015752

Evaluation and Placement

Schwartz, Stuart E.

Florida Univ., Gainesville, Coll. of Education.

.7197. 22 p.: Photographs throughout booklet may not reproduce well: For related documents see CE 015 749-74

Sponsoring Agency: Office of Education (DHEW). Washington, D.C.

Bureau No.: 498AH60166

Grant No.: G007604050

EDRS Price: MF01/PC01 Plus Postage.

Language: English

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIESEP78

One of five booklets designed to help vocational education teachers and administrators relate more effectively to handicapped students in their classrooms this booklet discusses the role of medical, social, educational, and psychological testing estimating a handicapped student's potential and in designing an appropriate vocational program. Specific topics discussed include the following: work evaluation programs, work evaluation systems, work experience programs, work experience settings, advisory committee, and advisory council. A self-test is included for pre and posttest evaluation (TA)

ED153045 08 CE015751

A System of Management

Swartz, Stuart E.

Florida Univ., Gainesville Coll. of Education

.7197. 22 p.: Photographs throughout booklet may not reproduce well: For related documents see CE 015 749-754

Sponsoring Agency: Office of Education (DHEW) Washington, D.C.

Bureau No.: 498AH60166

Grant No.: G007604050

EDRS Price: MF01/PC01 Plus Postage.

Language: English

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIESEP78

One of five booklets designed to help vocational education teachers and administrators relate more effectively to handicapped students in their classrooms, this booklet focuses on educational management as a plan for responsibility which requires interlocking relationships between several agencies to do its job. Decision making limits and how interactions between different groups affect management are discussed to give educators an understanding of how to work with management to give handicapped students the education they deserve and are entitled to by law. Specific topics discussed include the following: agencies responsible for management (federal, state, local, school center), designing an individualized educational plan, an individualized educational plan staffing, funding formula, and program evaluations. A self-test is included for pre and post test evaluation (TA)

ED154163 08 CE015772

Mainstreamed Handicapped Students in Occupational Education: Exemplary Administrative Practices

Tarrier, Randolph B.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.

Mar 1978 103 p.: Parts of this document, and the entirety of Appendix E, may not reproduce well due to faint, broken, or heavy print

Sponsoring Agency: New York State Education Dept., Albany. Div. of Occupational Education Supervision.

Report No.: CASE-04-78

Grant No.: VEA-77-C-716

EDRS Price: MF01/PC05 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEOCT78

A study was conducted in New York State to identify the administrative factors and/or practices that contribute to successful high school programs of mainstreaming the handicapped and to develop a working report that identifies these factors and/or practices to aid occupational education administrators and supervisors in planning and evaluating programs. Twelve representative school districts were visited and interviewed by teams of advisory consultants. Nine administrative components were ratedfor their effectiveness, and the features of each were outlined. Then a hierarchy or priority listing was established of the significance of each component of the administrative practices. In order of their apparent importance they are as follows: (1) organization and structure of the program, (2) professional training activities, (3) personnel, (4) design of mainstreaming program, (5) support services, and (6) community and state relations. Components found to be unrelated to effectiveness were preparation for acceptance of program, evaluation, and facilities/costs. Other factors found to be relevant included the basic philosophy of staff and administrators, the size of the program, student assignment, curriculum and cooperative education. (Among appended materials are lists of staff members and sites visited, site visit interview and summary guides, a bibliography, and features of an effective mainstreaming program.) (EC)

ED183942 CE024665

Mainstreaming Handicapped Students. Guidelines for Increasing the Enrollment of Handicapped Learners in Vocational Cluster Programs in the Portland Public Schools. A Research Project in Vocational Education in the Portland Public Schools.

Rumble, Richard R.

Portland Public Schools, Oreg.

.Apr 7199. 181 p.: Some pages with small, light type will not reproduce well. For related documents see CE 024 664 and ED 162 475-479.

Sponsoring Agency: Office of Education (DHEW). Washington, D.C.

EDRS Price: MF01/PC08 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S./Oregon

Journal Announcement: RIEAUG80

This guide addresses steps that must be taken on various administrative levels and at the course or program level in order to successfully implement P.L. 94-142 (see CE 024 664). The guidelines, called action steps, are organized and discussed in the following categories: central administrative action; area administrative action; building level action; and course or program level action. A chart is provided giving a brief description of all the steps to be accomplished within a school district in order to successfully mainstream handicapped youth in vocational education. An annotated bibliography is also included. Several materials are appended, including Portland Public Schools Policies and Procedures regarding programs in special education; related process forms and planning formats; program outlines; and survey results and other supporting data (BM)

ED107042 95 EC072643

Development and Implementation of Secondary Special Education Programs

Baxter, Jan

Michigan State Dept. of Education, Lansing.

Jan 1975 35 p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price: MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEOCT75

Discussed are criteria for developing and implementing secondary school special education programs leading to a high school diploma for exceptional students in Michigan. It is explained that handicapped students should be integrated into regular programs whenever possible but that an Educational Planning and Placement Committee may recommend special programs or services based on an individualized assessment of a student's needs and followed by establishment of educational goals and performance objectives. Recommended are minimal performance objectives for personal adjustment, prevocational and vocational education for students who cannot complete a regular course of study. Vocational rehabilitation services are briefly described, and an educational accountability model is presented for developing secondary level programs for involving parents, students, teacher, administrators, and community members in helping the Board of Education to select appropriate terminal objectives. (LH)

ED124293

Mainstreaming Workshops for Vocational Administrators. Final Report.

Dahl, Peter R.

American Institutes for Research in Behavioral Sciences, Palo Alto, Calif.

Sep 1979 63 p.: Two documents previously entered in ERIC have been removed. Citations on title pages in Appendices.

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE). Washington, D C.

Div. of Research and Demonstration.

Report No.: AIR-FR066900-9/79

Bureau No.: 498AH70316

Grant No.: G007702227

EDRS Price: MF01/PC03 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S./California

Journal Announcement: RIEDEC80

The document presents the final report of a project to develop mainstreaming workshops to help vocational administrators in California include handicapped students in their programs. Following a needs assessment survey of approximately 500 vocational administrators, guides to material resources and support services were prepared and distributed at eight workshops which served 348 people. Among the workshop topics were: legal requirements for serving handicapped students, technical assistance available to vocational educators through the State Department of Education, preparing effective individual education plans, planning programs for handicapped students, getting students ready to function, on the job equipment and workplace design, strategies for assessing, and placing handicapped students, and instructing handicapped students in mainstream classrooms. Over 98% of those completing end of workshop questionnaires felt that the workshop would be helpful in their work. Over 80% gave one of the two most favorable responses (of four possibilities) in assessing workshop content and organization. (Author/DLS)

ED167584 TM008303

Final Evaluation Report. 1976-1977
Project P.A.V.E. Evaluation. Publication Number 76.57.
Austin Independent School District, Tex. Office of Research and Evaluation
30 Jun 1977 60 p.: Best copy available
EDRS Price: MF01/PC03 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141): EVALUATIVE REPORT (142)
Geographic Source: U.S./Texas
Journal Announcement: RIEJUL79

Project P.A.V.E. serving senior high schools in Texas, focused on four areas crucial to the education of handicapped students: parental involvement, academic achievement, vocational programming, and extracurricular opportunities. This report describes the administrative arrangements of the program, and evaluates the results of the program for 1976-77, largely in comparison with stated goals and with the previous year. The evaluation focused on the visibility of the program and efforts to systematize decision making. Twenty-five out of 27 activity objectives were successfully implemented during this year. (CIM)

ED185375 CE024962

Vocational Administrator's Guidebook: Mainstreaming Special Needs Students in Vocational Education.

Hoellein, Robert H., Jr.
Indiana Univ. of Pennsylvania, Indiana.

Jun 1979 131 p.

Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Contract No.: 94-9008

EDRS Price: MF01/PC06 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055): GENERAL REFERENCE (130)

Geographic Source: U.S./Pennsylvania

Journal Announcement: RIESEP80

This guidebook presents a systems approach to planning, implementing, and evaluating mainstream programs for special needs learners in vocational education. (The guidebook itself models this system.) It is divided into four sections and numerous subsections (components) in this order: (1) Introduction (to mainstreaming, and the approach), (2) Program Planning (six components), (3) Program Implementation (twelve components), and (4) Program Evaluation (one component). Sections 2-4 comprise the steps required in beginning a new program or improving an existing one. Although they are presented in chronological order, many of the activities from different sections are interrelated and may occur simultaneously in actual practice. Each self-contained section presents a short introduction, recommended activities, and/or guidelines related to the topic. Selected resource materials, including samples, checklists, and flowcharts, are provided to illustrate and expand the concepts, approaches, and guidelines presented. These resource materials are suitable for reproduction. Each section was written to provide users with information on concepts, alternative approaches, and specific content. Flowcharts and/or checklists are included and can be used as administrative check-off sheets for critical steps in various processes. (VLB)

ED17970 CE023479

Administering Programs for Handicapped Students. Professional Development Series, No.3.

Albright, Leonard

American Vocational Association, Washington, D.C.: ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

1979 25 p.

Available from: Special Publications. American Vocational Association, 2020 N. 14th St., Arlington, VA 22201 (Order No. 10379, $3.00).

EDRS Price: MF01 Plus Postage. PC Not available from EDRS.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055): SERIAL (022)

Journal Announcement: RIEMAY80

Intended as a primer for administrative action, this booklet gives the vocational administrator some basic guidelines and strategies for managing vocational programs and services for handicapped students and clarifies key concepts. The five sections each address one of the major concerns of an administrator: identifying students with handicaps, the individualized education program (IEP), student placement, monitoring and evaluating special services, and managing human resources. Definitions of the handicapped and nine categories of handicap offered in the 1976 vocational education legislation (Public Law 94-482) are provided as well as suggestions for establishing identification procedures (part 1). Detailed planning for each student is discussed in terms of the IEP--its definition, participants, teacher's contribution, and format, content, and process (part 2). Implications of student placement by the administrator into the least restrictive environment are discussed next, including placement alternatives, admittance requirements, and program accessibility (part 3). An IEP status reporting system is recommended to monitor the program, and a procedure for evaluating the effectiveness of services is presented (part 4). Active teacher involvement is emphasized as important for successful implementation of program ideas and new procedures (part 5). Organization, conduction, and funding of inservice programs are discussed. A brief note on effective advisory councils to expand education and employment opportunities follows. (YLB)

ED174836 CE022468

Supportive Services for Special Needs Students in Mainstreamed Vocational Education Program: Guidelines for Implementation.

National Evaluation Systems, Inc., Amherst, Mass.

Apr 1979 73 p.: For a related document see CE 022 467

Sponsoring Agency: West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

EDRS Price: MF01/PC03 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (0550

Geographic Source: U.S./West Virginia

Journal Announcement: RIEJAN80

Government: State

Designed for vocational instructors and local school administrative personnel, these guidelines suggest ways for improving the vocational education of mainstreamed special needs students by providing supportive services to best meet visually handicapped, orthopedically impaired, seriously emotionally disturbed, or learning disabled. The first of six sections discusses the identification of and prescription for students with special needs. Section 2 relates instructional supportive services and the role of the vocational instructor. The third section expands upon the relationship of guidance and counseling services and the role of the vocational instructor. Section 4 discusses the identification of job opportunities, job placement, and follow-up services and the role of the vocational instructor. The fifth section describes corrective and other supportive services designed specifically for those students with physically related problems and supportive services available outside the local school. The final section describes funding provisions for excess costs involved in providing supportive services for special needs students in regular vocational education programs. A sample listing of out of school support agencies providing support to persons with disabilities is given. (LRA)

Bureau of Education Research. A system for the identification, assessment, and evaluation of the special needs learner in vocational education. Urbana-Champaign, Illinois: Bureau of Education Research, 1978.

The Bureau of Educational Research developed an identification and assessment system for special needs learners in vocational education. The system consists of an administrator's manual plus the nine units of the system. The entire set is packaged in a loose-leaf binder. The nine units of the system cover the following areas: a) introduction to the identification and assessment system; b) procedures for identifying students with special needs; c) strategies for assessing the student's present level(s) of performance; d) preparing an individualized vocational plan; e) the use of the training plan in concurrent work-education programs; f) assessing vocational skill development; g) monitoring the student's individualized vocational plan; h) conducting student follow-up; and i) conducting employer follow-up.

Clark, D. Making mainstreaming work: A handbook for vocational administrators. College Station, Texas: Vocational Special Needs Program, College of Education, Texas Aand M University, 1979.

This report was developed for vocational education administrators interested in mainstreaming special needs students. The handbook will be helpful in: 1) designing and implementing vocational education programs and 2) evaluating the progress of special needs students. The first chapters of the text address initialadministrative concerns (including legal requirements and funding). The handbook then proceeds to identify students and appropriate vocational placements through provision of strategies for teaching and coordinating vocational education programs.

Clarcq, J.R., and Maruggi, E.A. Developing vocational training programs for handicapped students. Educational Technology, 1978, 18 (12), 30-33.

The authors suggest a process for developing vocational programs for the handicapped which includes: 1) identification of program goals; 2) determination of clientele uniqueness; 3) determination of needs and requirements of sources of employment; 4) design of curriculum; 5) development of curriculum; 6) job placement of graduates; and 7) program evaluation.

Davis, S., and Ward, M Vocational education of handicapped students: A guide for policy development. Reston, Virginia: The Council for Exceptional Children, 1978.

The Council for Exceptional Children offers guidelines for policy development for the vocational education of handicapped students. Policy areas include: planning and administration; identification of students; vocational assessment; individualized education programs; program placement; service delivery; facilities and equipment; personnel; and fiscal management.

Department of Human Resources and Division for Exceptional Children, Department of Public Instruction. Planning guide on secondary programs for the educable mentally handicapped. Raleigh, NC: Department of Public Instruction, 1976.

Designed as a planning guide for administrators, this source is also useful for others. The guide includes curricula selection criteria to test for: utility, maximum return, difficulty, survival and appropriateness.

Division for Handicapped Children. A special education program review guide. Madison, WI: Wisconsin Department of Public Instruction, Division for Handicapped Children, 1979.

This site review program guide has been developed to assist LEA's in the full implementation of Chapter 115, P.L. 94-142 and Section 504 through a systematic review and monitoring of their total special education program. The review should assist in identifying general or specific LEA deficiencies and technical assistance needs and will provide information on the extent to which the LEA's have achieved the full service goals and their associated components.

Educational Facilities Laboratory. One out of ten: School planning for the handicapped. New York: Educational Facilities Laboratory, 1975.

School planning ideas for handicapped students are addressed in this publication. The history of the term least restrictive alternative is developed. The authors noted that the term least restrictive alternative is not a term but was derived from a series of Supreme Court cases over a period of years. The authors promote the ideas that handicapped children should be placed where they can obtain the best education at the least distance away from mainstream society.

Erickson, R.C., and Wentling, T. L. Measuring student growth: Techniques and procedures for occupational education. Boston, MA: Allyn and Bacon, 1976.

This is a comprehensive textbook on measurement applied to occupational education. A balanced and updated treatment is given to: general measurement considerations, teacher-made instruments, standardized instruments, and obtaining and using measurement information. The authors make applications of each idea and each method to some aspect of occupational education with the intention of improving the measurement and testing procedures within occupational programs. Current and future occupational instructors, counselors and administrators are its intended audience.

Fraser, L., Genda, R., McKeever, R., and Richardson, D. The vocational educator's guide to competency-based personalized instruction. Minneapolis, Minnesota: Project H.O.P.E., 1976.

This work is a resource manual intended to assist vocational educators in developing and implementing a competency-based curriculum using a personalized approach. Major sections are: planning, curriculum development, implementation, and evaluation.

Illinois State University. Meeting the training needs of special students in high school vocational/occupational education programs.

This notebook is made up of ten modules: (1) orientation to the student with special needs for vocational occupational education; (2) work adjustment training; (3) job analysis strategies for vocational/occupational teachers; (5) behavioral management; (6) teaching strategies; (7) educational/vocational prescriptive programs; (8) community and analysis strategies; (9) job placement, and (10) state and local support services.

Tarrier, R.B. Mainstreamed handicapped students in occupational education: Exemplary administrative practices. New York: City University of New York, Institute for Research and Development in Occupational Education, 1978.

This report, written by personnel of the Center for Advanced Studies in Education, is designed as a source book of effective "how to do it" practices for administrators of occupational education programs for handicapped students. Based on studies of successful New York state projects, it offers discussions of five critical program components: 1) basic philosophy, 2) program size, 3) student assignment to study, 4) curriculum, and 5) cooperative education.

U.S. Department of Health, Education and Welfare. Resurge '79: Manual for identifying, classifying and serving the disadvantaged and handicapped under the vocational education amendments of 1976 (P.L. 94-482). Washington, D.C.: U.S. Dept. of Health, Education and Welfare, 1979.

The purpose of this publication is to provide resource information for State staff in planning, implementing and evaluating programs and services for students with special needs. The document is also designed to serve as a basis for compatibility in reporting enrollments and other pertinent information about vocational education programs for special needs students.

Washburn, W. Vocational mainstreaming. Novato, CA: Academic Therapy Publications, 1979.

This manual has been developed to assist teachers in the business of helping the learning-disabled and all other special needs students to become productive, self-supporting citizens. Two important concepts in education are advocated in this book: (1) learning should be individualized and (2) learning should be practical. Several educational strategies found useful in realizing these ideals are discussed. Topics considered include: (1) the philosophy of mainstreaming, (2) interpretation of legal mandates, (3) staff and parent training, (4) guidelines for mainstream placement of learning disabled students and (6) forming "a prognosis for success."

Wehman, P., and Revell, W.G. Vocational curriculum for developmentally disabled persons. Baltimore: University Park Press, 1980.

Topics covered in this book include: 1) vocational programming-state of the art; 2) development and implementation of a sheltered workshop program; 3) toward competitive employment for developmentally disabled individuals, and 4) vocational evaluation. It also includes appendices listing core skill subdomains in the areas of fine motor skills, domestic skills, food service, home study, horticulture, janitorial, and office/clerical.

West Virginia College of Graduate Studies, Department of Special Education; West Virginia Department of Education Bureau of Vocational, Technical and Adult Education; Division of Special Education and Student Support Systems. Expanding options for handicapped persons receiving vocational education. Montgomery, West Virginia: West Virginia Training Institute, June, 1976.

This guideline is intended to stimulate change in vocational education for students at the secondary level who have special educational needs. It is addressed to administrators, teachers, counselors, parents, university personnel, funding agencies and others who are responsible for planning and implementing vocational education for secondary special needs students at the national, State, and local levels. The guideline contains four sections; operational issues, student issues, training issues, and work issues.